DOCUMENT RESUME

ED 064 033 32 RC 006 270

AUTHOR	Hathorn, C. Boyce; And Others
TITLE	Summer Time is Learning Time: ESEA Title One Summer Program, 1970 and 1971.
INSTITUTION	Escambia County Board of Public Instruction, Pensacola, Fla.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.
PUB DATE	71
NOTE	43p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Academic Education; Changing Attitudes; *Disadvantaged Youth; *Educationally Disadvantaged; Elementary Education; *Federal Aid; Middle Schools; *Preschool Education; *Summer Programs; Vocational Education
IDENTIFIERS	Florida

ABSTRACT

Describing the 1970-71 ESEA, P.L. 89-10, Title I, summer programs for educationally disadvantaged youth of Escambia County, Florida, on the preschool, elementary, and middle school level, this document was intended to apprise taxpayers of how a portion of the Federal tax dollar was used on the local educational level. Included were 30 programs, the proposed general evaluation methodologies, the meal program, and the home visitation project, described in resume form. New techniques were tried, such as field trips to aid language development, mock holidays to provide additional teaching materials, and art and music to provide a feeling of achievement. These programs were developed by school faculties with the assistance of the supervisory and Federal Projects staff members. During 1970 the programs were primarily of an academic nature. Attitudinal modification and the exploration of vocations and the world of work were added in 1971. (MJB)

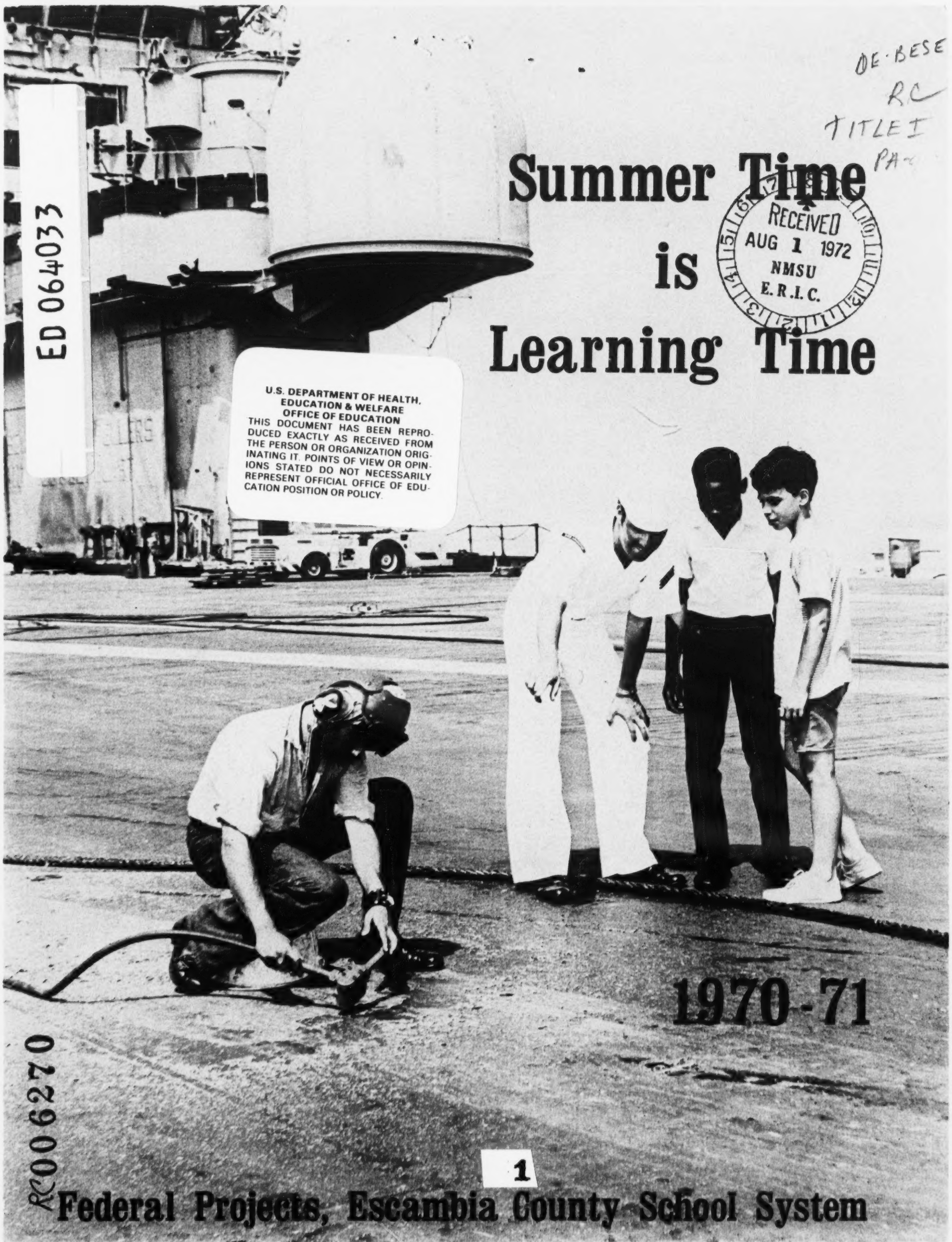
ED 064033

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

OE-BESE
RC
TITLE I
PA-

RECEIVED
AUG 1 1972
NMSU
E.R.I.C.

Summer Time is Learning Time



1970-71

RC006270

1

Federal Projects, Escambia County School System

ED 064033

RECEIVED
AUG 1 1972
NMSU
E.R.I.C.

Summer Time
is
Learning Time

ESEA Title One Summer Program
1970 and 1971

Presented by
C. Boyce Hathorn
Director of Federal Projects

Victoria K. Burney
Information and Community Relations Consultant

Elspeth A. Lloyd
Evaluation Specialist

J. E. Hall,
Superintendent
Escambia County School Board
215 West Garden Street
P. O. Drawer 1470
Pensacola, Florida 32502

School Board Members
Peter R. Gindl, Chairman
L. D. McArthur
Richard S. Leeper
Carl West
A. P. Bell

Table of Contents

Page	Article	Coordinator 1970	Coordinator 1971
4 & 5	Foreword		
6 & 7	Board of Education		
8 & 9	Introduction		
10	Evaluation		
11	Food Service		
12 & 13	Parent Visitation		
14 & 15	Jim Allen Elementary		Joy S. Adams
16 & 17	Spencer Bibbs Elementary	William Marshall	William Marshall
18 & 19	Brentwood Elementary		Fern Vaughn
20 & 21	Brown-Barge Elementary		Mary Sideris
22 & 23	Century Elementary	Lillian Coleman	Lillian Coleman
24 & 25	Cook Elementary	Mary Ann Ross	Mary Hall
26 & 27	DeVaughn Elementary	Tommy Snowden	Eula Johnson
28 & 29	Dixon Elementary	Joan Noland	Earl Crosswright
30 & 31	Ensley Elementary		Sylvia Robbins
32 & 33	Gibson Elementary	Drude Chancellor	Evelene Graham
34 & 35	Goulding Elementary	Margaret Washington	Margaret Washington
36 & 37	Hallmark Elementary		Mary K. Welch
38 & 39	McMillan Elementary	Margaret Joiner	
40 & 41	McReynolds Elementary	Jeanne Haushalter	Josephine Caroll
42 & 43	Oakcrest Elementary	A. J. Boland	A. J. Boland
44 & 45	Olive Elementary	Princess Holley	Princess Holley
46 & 47	Semmes Elementary		Cavlyne Ussery
48 & 49	Weis Elementary	Lucille Jacobs	Phyllis Stefani
50 & 51	Yonge Elementary	Frances Seay	Doris Parker
52 & 53	Blount Middle	Susan Keen	Raymond Simmons
54 & 55	Brownsville Middle	Edward Kenyon	Edward Kenyon
56 & 57	Carver Middle	Jean Rouse	Mae Alford
58 & 59	Clubbs Middle	Bettye Williams	Edgar P. Massey, Jr.
60 & 61	Ransom Middle	David Lusk	Margaret Price
62 & 63	Wedgewood Middle	Walter B. Vaughn	Walter B. Vaughn
64 & 65	St. Joseph School	Sr. Maureen O'Keefe	Betty Williams
66 & 67	Speech & Language Development Project	Gloria Hunter	Gloria Hunter
68 & 69	Beggs Vocational	Robert Powell	
70 & 71	Acknowledgements		

Foreword

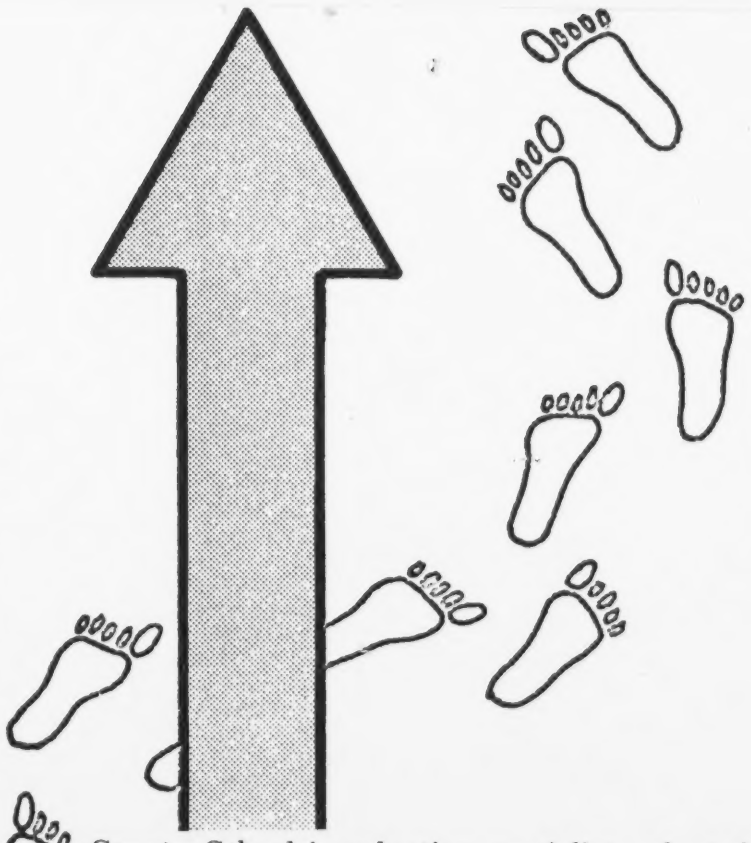
We are pleased to share with you in this booklet some of the exciting and rewarding experiences provided for students in target areas of Escambia County. These summer programs fill a real need for many of our students who are considerably below average in educational achievement, partially because they enter school without many of the enriching experiences enjoyed by more affluent children — experiences that assist in adjusting to school and achieving academic success.

Programs described here have been planned completely at the local level. Each school planned its own program with the help of county staff personnel. They are truly local programs, reimbursed from Federal sources within the guidelines of ESEA, Title I appropriations. State Department of Education personnel visiting the projects have been most complimentary of planning, operation, and evaluation of the projects. We believe they are making a significant contribution to upgrading some of our students with the greatest educational needs.

This booklet is one method we are using to apprise you, the taxpayer, of how a portion of your Federal tax dollar is being used locally to benefit our children who otherwise may become failures, dropouts, unemployed and welfare recipients. We feel that if this program, together with many other efforts, will motivate these children to stay in school a significant step will have been taken toward assisting these students to become productive workers and good citizens.

J. E. Hall
Superintendent of Schools

Introduction



For two summers, (1970 and 1971), ESEA, P.L. 89-10, Title I, has funded special programs for disadvantaged children in Escambia County Schools. These programs were developed around dual premises: that disadvantaged students need additional instructional time, and that they need different kinds of instruction.

Programs were developed by school faculties with the assistance of the supervisory and Federal Projects staff members. Programs were primarily of an academic nature during the summer of 1970, but shifted during the following summer to attitudinal modification and exploration of vocations and the world of work, in addition to academic instruction. Teachers found the flexibility of organization, the relaxed atmosphere, and reduced ratios of students to teachers of great assistance in establishing good relationships with their students and helpful in working with them more effectively.

Despite some administrative and technical problems caused by limited time available for adequate planning and implementation, teachers and students alike declared the summer programs exciting and worthwhile. This booklet presents, in narrative and pictures, a resume of the efforts during two summers to meet some of the special needs of Escambia County's educationally disadvantaged children.

Each school program was planned by the school principal or curriculum coordinator in cooperation with the teachers. Faculty members in each school planned what they felt were programs to meet the highest priority educational needs of their particular students. Through a Planned Program Budgeting and Evaluation System (PPBES), each school formulated a project proposal complete with needs assessments, objectives, teaching strategies, proposed program description and operation, on-line budget items, and program assessment and evaluation plans. Michael Barry, then a graduate student at the University of Southern Mississippi, served as a consultant to help devise and improve an existing systems approach in planning the ESEA, Title I, programs, including the summer programs. This particular systems approach has become known by the acronym GRADE (Genessee Region Aid to Decision in Education). Elspeth A. Lloyd, Escambia County Schools' evaluation specialist, adapted the system and developed an instructional guide for its utilization by target schools for Title I programs. She also assisted the individual schools in evaluating the effectiveness of their particular programs.

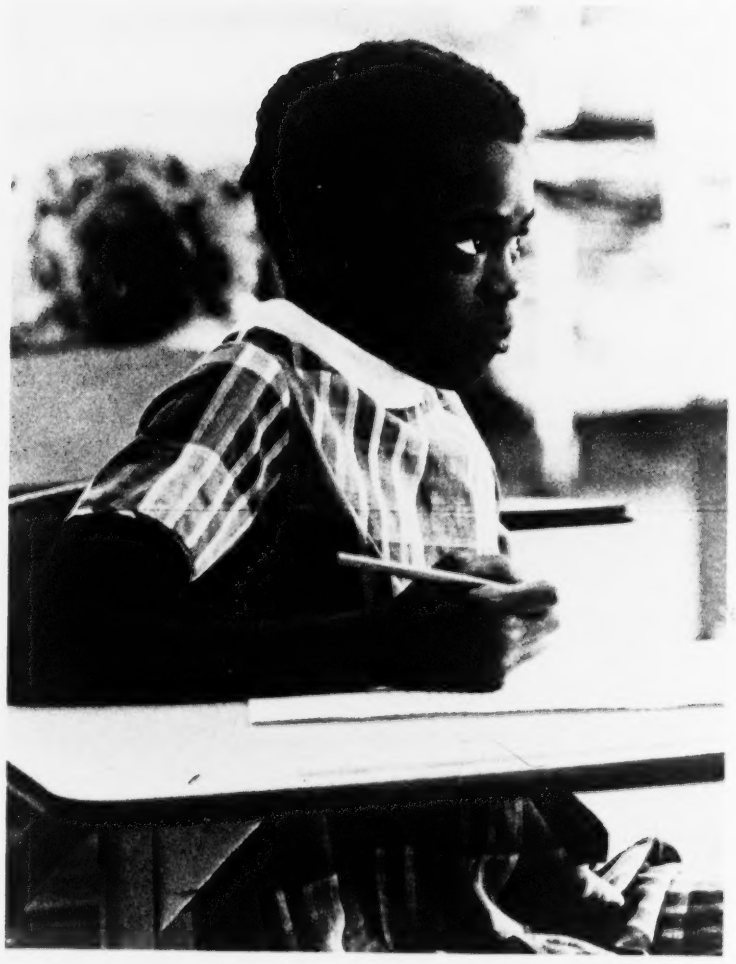
Victoria K. Burney, consultant during the summer of '70, headed a team comprised of Josephine Newton, a visiting teacher; Katherine Daniels, an elementary school counselor; Carlene Thornton, psychologist; Marilyn Ballenger, child development specialist; and James Reese, elementary school principal, which assisted teachers in parental involvement and home visitation programs.

Tony Tampary, summer Title I program coordinator, made regular visits and observations which were invaluable in providing communication and coordination between the central office and the individual schools.

The programs were well planned and executed. The program coordinators were actually teacher/coordinators because they taught full time in addition to performing administrative tasks necessary in implementing the programs. Two program development staff members from the State Department of Education, Claire Coughlin and Carol van Assenderp, visited the programs and were very complimentary of the quality and variety of activities. We hope you, too, can feel some of the excitement and enthusiasm reflected in the programs as you read through this booklet. We would be happy to hear from you, arrange for you to visit the school centers, and answer any questions you may have concerning the program.

C. Boyce Hathorn
Director of Federal Projects

Evaluation has many meanings



"Evaluation" is a word that has nearly as many definitions as it has users. We think of it as the process by which we learn if program objectives have been met, or if not, how closely they have been approached. The procedures used, therefore, necessarily vary with the objectives.

In the summer programs, many of the objectives were in the affective domain; that is, were concerned more with attitude than with information. The teachers working with the students felt very strongly that these children must overcome their negative feelings toward school before they could progress academically.

Evaluating a student's feelings and attitudes is not easy, and it is frequently necessary to approach the evaluation obliquely, using such indicators as attendance and teacher observation.

Attendance at the summer programs was voluntary; students were not required to attend. In fact, organized recreation programs competed for their attention in many areas. Attendance was very good; most students came almost every day. In some summer centers, response was overwhelming, with students begging to be admitted to the program. This voluntary attendance indicated quite clearly that the programs were meeting the needs of the students, and were doing so in an interesting manner.

Each teacher wrote an evaluative summary of the program in which she worked. Along with the helpful suggestions for future summer programs ran a dual theme, spanning type of program and grade level of the students; the response of the students and the degree of communication that was established. Teachers were amazed at the way students who had been withdrawn and indifferent, during the regular year, participated in class activities and completed assigned work.

Since Title I is designed to help overcome the educational deprivation of disadvantaged students, we are always concerned with their progress in academic subjects. During this school year, we will compare the performance of the students who attended the summer programs with their previous performance and with that of their classmates who did not attend. From this, we will have an indication of the impact of the summer programs upon the academic progress of the students. -- Elspeth Lloyd.

9/10

Meal program helps growth

General Objectives for the Summer Food Program:

1. The opportunity to help children develop healthy minds and bodies during the critical growth period of their lives.

2. Children need nutritious meals twelve months of the year--not just nine months.

3. The need for an adequate energy level as a condition for readiness to learn. . . Ask a teacher - You Can't Teach a Hungry Child.

With these three ideas in mind, 22 summer food programs were initiated in Escambia County Schools during the summer of 1970.

Through the cooperative efforts of principals, teachers, school food services managers and assistants, and other school personnel, a variety of breakfasts, lunches and supplemental mid-morning nourishments were offered within the summer program which was jointly funded by ESEA, Title I and Section 13 of the National School Lunch Act. Following nutritional guidelines established by the United States Department of Agriculture, 8,092 lunches, 30,026 mid-morning supplements, and 3,344 breakfasts were served at no cost to the child.

The results of this venture into 12 month feeding programs were most satisfactory. Teachers and parents praised the program for being wellrounded and inclusive of the child's needs. Increased attention and alertness coupled with high attendance rates were earmarks of the summer program which was generally attributed to the provision of nutritious meals. As research continues to tie together the effects of proper nutrition and learning ability and capacity, there can be little remaining doubt about the benefits derived from the feeding of hungry children.

Although somewhat limited in its initial scope, the 1970 summer food program provided a sounding board for future programs. Expanded offerings to include at least one full meal in each school coupled with trained food service personnel in each preparation and service center are projected as further refinement in this growing food service system. -- W. Kenneth Clickenger, Director, School Food Service.

Home visits provide insights

A pilot project for home visitation was held during summer of 1970. The 22 identified Title I schools which were having an extended year program had the opportunity to incorporate home visitation in their curriculum.

The program began with in-service training in interviewing and establishing rapport with parents. A team of highly trained and specialized professionals was assembled to assist the schools with this program. The team was coordinated by Victoria K. Burney, the information dissemination and community relations consultant for the Office of Federal Projects, and included Josephine Newton, visiting teacher; Katherine Daniels, an elementary school counselor; Carlene Thornton, psychologist; Marilyn Ballenger, child development specialist; and James Reese, the principal of a qualifying Title I school.

The team members worked closely with teachers during the summer and helped them solve a variety of problems which arose. For example, teachers found, when they visited homes of many of the children, that there often were reasons for the child's low achievement in school; reasons for which the solutions fell outside the responsibilities of a school system. Hence, teachers found themselves making referrals to agencies which handle problems of the disadvantaged. These agencies included the Florida State Employment Service, the Escambia County Health Department, Florida Vocational Rehabilitation and Division of Family Services.

Teachers who were asked about the summer visitation program felt generally good about it. The following two statements made by teachers exemplified the general attitude:

(1) "Home visitation was one of the highlights of the summer program. This provided a much better insight into the problems that the educationally disadvantaged children brought with them each day. It was delightful meeting the parents or guardians and observing their home environment. I definitely feel this helped establish a better relationship for the coming school year."

(2) "The home visitation program was a valuable part of our program this summer. It's quite possible that I, as a teacher, benefited more from the visits than any of the children or parents. The program has given me a new perspective on teaching disadvantaged children. I enjoyed sharing the children's accomplishments with their parents and have become more aware of the problems of economic and cultural deprivation."

As a result of the summer program, it was found that home visits appear to be meaningful both in terms of establishing a good relationship with the parents and being a good learning experience for teachers, helping sensitize them to the cultural traditions and home environment of the disadvantaged. However, it became apparent that if parents are to become involved in assisting their children's educational progress, home visitation is just one step, and the final phase for success will be parent-teacher cooperation for the benefit of the educationally disadvantaged. -- Victoria K. Burney.

Listening enhances learning

Jim Allen Elementary School

Today we must place special emphasis on early instruction to stop many problems before they have a chance to block the child's progress and become deeper rooted year by year.

Children come to school with different temperaments, backgrounds of experiences, habits and attitudes that are directly related to need for specific instruction in reading and language arts. Less fortunate children come with meager experience in language usage and need extended or special help to be able to function with some measure of success in an average classroom.

We worked at giving these children expanded language stimuli including listening, speaking, writing and special emphasis in reading. We stressed the child's attention to what has been said, rather than the tone of voice or bodily poise. We tried to emphasize: listening thoughtfully, listening for organizing, listening for remembering sequence of ideas, listening for relationships, listening for main ideas, and listening thoughtfully to identify word and intent, especially in poetry.

The aides were especially helpful. The smaller number of children per teacher plus the marvelous help in many and varied forms made teaching and working with the children both a challenge and a joy. We became confident that the child's academic knowledge and attitude toward life as a whole can and should be changed as he interacts with more than one adult in the classroom.

The field trips plus contacts with adults helped in recording experiences and we appreciate those who helped us. Many of these children do not relate to others in the community because they have not seen the place where they live. The community became a happening so that the child could organize ideas about which to write and draw.

The snacks seemed to keep the students from becoming listless and they enthusiastically anticipated each day's activity.

We worked hard to involve our parents. A tea was provided where all parents and grandparents were invited to the classroom. There was disappointment from children whose parents couldn't attend but happiness and pride from those whose parents could.

We in the Jim Allen Center feel fortunate to have had a part in trying to bring about progress so as to help make better homes, communities, schools and a greater love for man and country. -- Miss Joy Adams

13/14

Language arts format changes

The students of Spencer Bibbs Elementary School who were eligible to participate in the ESEA, Title I program spent a very successful summer in a unique language arts program.

The program consisted of 20 field trips, which included going to the movies, visiting the zoo, Swampland, Fort Pickens, the Naval Air Station, historical sections of the City of Pensacola and other sites of interest.

Each child was given free snacks and lunch during the program.

The basic objective of the program was to try new techniques in dealing with children who were identified as disadvantaged.

The format of the program consisted of role playing, choral speaking, games, listening, oral expression, and written expression.

The use of audio visual equipment was a basic item in developing one of the desired traits that were set forth as objectives in the program. The students were eager to experience the use of listening sets, microphones and tape recorders.

Students who had not responded to the normal classroom routine during the regular school year were very alert and responsive in the summer program.

The program was staffed by four instructional personnel, four teacher aides, a clerk and a librarian.

The end results were amazing. Each participant in the program, staff personnel and students alike, learned a great deal that can be carried over into the regular program of the next school year.----
William Marshall

15/16

Field trips enhance learning

Brentwood Elementary School participated for the first time in the Title I program this summer. The staff consisted of three teachers, a teacher/ coordinator, and four teacher aides. The teachers and one of the aides were selected from the school's faculty; consequently, they were aware of most of the children's problems.

The first week of school, our study was on safety. Officer Boland was our resource speaker.

The program was built mainly around field trips which consisted of visits to the zoo, the airport, a farm and to the Brent Volunteer Fire Department. These trips were planned to help increase the limited experiences of these children. The children, teachers and teacher aides looked forward to these trips each week. Each field trip was climaxed with hamburgers and cokes from McDonald's.

A mid-morning snack was provided daily. The children eagerly anticipated this, which helped account for very good attendance from the students. The teachers encountered very few discipline problems.

Pictures were taken of the field trips and used as a center of interest in the classroom. Plans are to exhibit these pictures in the hall at the beginning of this school term for all to see the summer program through pictures.

According to surveys sent out to the parents, evaluating the summer program, they were pleased with it. They expressed a desire for the continuation of the program next summer. -- Fern W. Vaughn.

17/18

Christmas in July adds fun

Christmas has come in July for Brown-Barge Elementary School summer program participants.

Pupils involved in the summer reading program supported by Public Law 89-10 sang carols, told Christmas stories, decorated a tree, greeted Santa, and unwrapped gifts as part of their celebration of childhood's favorite holiday.

As electric fans whirred in the classrooms, they also got a quick geography reminder: now they know what Christmas must be like in Australia where the seasons are the reverse of ours.

This was the fourth big holiday celebration for the 90 children working on reading at Brown-Barge this summer. Along with everyone else they observed Independence Day in July. Valentine's Day and Thanksgiving, like Christmas, were just put in at the school's own convenience.

After all, practically everyone agrees that life's more fun with holidays. These favorite holidays for children certainly added spice to summer school, said Brown-Barge Principal Mary C. Sideris.

The summer program was a continuation of the intensive reading work in which the pupils participating have been involved all year, Mrs. Sideris said. Goal of the overall program is to bring reading levels and achievement levels up for all the children taking part.

"We are using a language arts approach with reading as a tool to improve the children's understanding and performance," Mrs. Sideris said. "Each of the children has a class each day with the four teachers on the staff."

Mrs. Sideris works with vocabulary and handwriting; Mrs. Jane Wright utilizes the humanities; art, music, and drama. Mrs. Gussie R. Hawthorne teaches reading skills, and Miss Nancy L. Bartlett teaches oral and written communication.

Miss Agnes Bennett, Brown-Barge librarian, kept the library open every day making books available for reading at home. About 150 pupils and their friends observed Independence Day in her backyard.

Bringing in four major holidays as part of the school program gave the teachers some fun occasions as high points for their lessons and made favorite seasonal songs, stories, and plays available as teaching materials.

Best of all, Mrs. Sideris said, by being involved in the summer reading work, the youngsters will not forget last year's lessons during the summer and lose ground in their school work. -- From news release, Pensacola News, July 24, 1971.

19/20

Self image improvement is goal

All children entering school bring with them a language of some sort. The teacher must initially regard each child's language as worthy, and become accustomed to the variety of language capacities and the myriad levels of language development found in most classrooms.

In culturally deprived homes many children may have speech we have come to regard as "illiterate." They may speak in mono-syllables and short phrases, or be too timid to speak at all. Since the speech of these children is considered normal in their homes, they are not aware of their language deficiencies. Some of them are very intelligent and suffer only from a poor language environment and a lack of experience.

The Century Elementary School, in its 1970 Summer Enrichment Program, had the following objectives: (a) to improve these children's verbal functioning and self-image, and (b) to encourage a positive attitude toward school and education.

Culturally deprived children need a warm, accepting environment that provides many opportunities for success. They particularly need someone to listen patiently and enthusiastically to them. Art and music activities brought a feeling of success and pride. Many games in which words and actions are repeated were used to reinforce language development through physical activity.

The teachers worked with small groups to develop positive attitudes toward reading and writing and to introduce and practice skills by developing a basic sight vocabulary, introducing phonetic-analysis skills, structural-analysis skills, and using context clues. The teachers, too, served as resource persons for individual projects and independent activities. Good reading, the key to success was emphasized. Stacks of high-interest, low-vocabulary books were available. Each child was rewarded with a star on his name tag every time he had completed a book.

Communication of children was promoted through the use of numerous activities, experiences, and devices. Puppets with the tape recorder have been most intriguing. Each child made his own puppet.

Perhaps the weekly field trips were the most rewarding. They helped expand the children's vocabulary, improve their oral and written expression, increase their independent writing, enhance their learning experiences, and enrich their knowledge. On their first field trip, while nearing Cantonment and as a child began to hold his nose, one child spoke up, "Mrs. Coleman, is this pollution?" Upon arriving at the airport, the view of their first jet brought forth this statement, "Now I see pollution." A discussion resulted which had real meaning, since it was based upon experiences.

Cantonment seems to be an important place for them. On their second trip, to the zoo, a fifth grader asked, "Mrs. Coleman, where is Bogia?" Today he can tell you about Bogia. They were afraid they would not hear the lion roar at the zoo, nor see the wildlife of Florida, nor see the largest fresh water turtle caught with a hook and live. Many children were afraid to cross the little bridge over the lake and held on to the chaperones as they crossed it. On the return trip, these children exhibited more confidence.

Another highlight of their program was "choosing time," when there was a rotating schedule for children to write on the chalkboard, listen with earphones, play an individual filmstrip viewer. Also, snack time was especially refreshing after twenty minutes of physical exercise and play. Emphasis was placed on choosing foods of nutritional value.

The greatest need of children with limited English language is success at school. Unless they experience success every day, the chances of teaching children to speak, read and write are greatly diminished. These children are being given these opportunities for success. -- Lillian Coleman - Mary Lee Pruett

Summer project is adventure

"Woe is me! What shall I do?" cried the frustrated classroom teacher. "If I only had a small class I could perform miracles." These remarks apparently have been heard by the originator of the Language Enrichment Program. The challenge was placed before the schools. At N. B. Cook School five teachers, a coordinator, a secretary and a maid set out to meet this challenge and fulfill a dream.

The ideas of the Language Enrichment Program sounded great. The program was like an adventure. Asking children to come to school at 7:30 in the summer was just too much! On opening day, however, there were 38 children for the 7:30 session and 40 for the 10:00 session. In the total program 29 children had perfect attendance.

The Language Enrichment Program of N. B. Cook was designed to strengthen the communication skills of beginners, culturally deprived and educationally disadvantaged children. This program exposed children to materials, activities and an environment for better language development. In most cases the child's self-image and oral vocabulary were tremendously enhanced. Children came to realize they have value as human beings just by feeling a sense of belonging and success. One child was constantly absent from school, ran away from home, and had many more unfavorable actions and attitudes during the school year. This child was the pride of the whole summer program resulting from understanding teachers and a unique situation.

The 89-10 summer program was something new and different. The children knew in advance that they would have five teachers and change classes like they do in "big school." Since many children were bored with the learning process the teachers prepared things beyond the regular curriculum. Some children had never gone out of Pensacola. On the trip to the zoo one child asked, "Are we in Alabama?" This showed that a small trip was like a long distance to someone who has never been away from home. These experiences broadened their world.

Small classes gave teachers a chance to learn about each child and his differences. Opportunities for success were made available for these children. Also, children learned to laugh at themselves instead of getting mad at their mistakes.

The school was carried into the surrounding neighborhood by home visitation. Parents were glad to know the teachers cared enough to come and visit without bringing bad news. The home visits

gave valuable insight into the life of the child past school hours. Teachers could work with the disadvantaged child with more understanding. Children felt more at east knowing someone cared enough to come to their homes. This helped bridge the gap between home and school faster than most things that are tried. For the welfare of the child there must be good communication between home and school.

The early hours, hot days and little vacation time were worth the effort as attitudes and behaviors changed. -- Mary Ann Ross.

Cook Elementary School

Reading interest stimulated

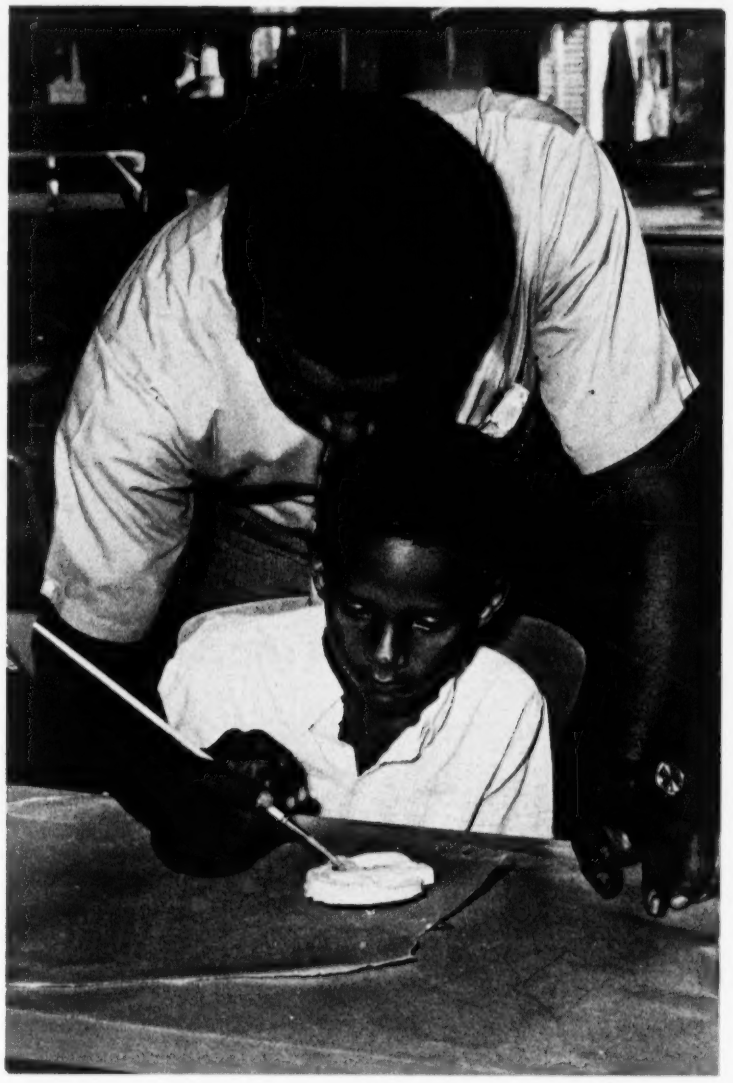
DeVaughn Elementary School

The Summer Enrichment Program of A. M. DeVaughn Elementary School, which was funded under ESEA, Title I, was beneficial for the educationally disadvantaged children who attended.

Basically, the program emphasized reading; however, the extended day permitted time for other experiences (arts, crafts, language, and music).

A school survey was conducted by the classroom teachers. An estimated 44 per cent of the school population were reading from one to four years below their grade level, therefore, the main objective of the program was to provide professional help in reading for participating children. This was done through the effective utilization of educational materials throughout the program. The staff acquainted the children with literature and provided them with enjoyable reading experiences in order to stimulate the children's interest in reading.

All of the staff involved in this program heartily agreed the program was outstanding and very successful. -- Tommy Snowden.



Emphasis placed on motivation

Eating cold juicy watermelon with friends, seeing a huge saw cut mahogany from South America, viewing a scuba diver dance with a century old sea turtle -- these were just a few experiences that made this a summer to remember for Title I, 89-10, students at A. A. Dixon Elementary.

The enrichment program under the leadership of Mrs. Joan Noland, Miss Mary Lazzari, Mrs. Kessel Jamison and Mrs. Joan Ellis came to a close when parents and children gathered together for an evening of fun. The highlights of the program occurred when pupils sang folk songs with ukulele and piano accompaniment and certificates were awarded for perfect attendance, good behavior and highest library participation. Donuts and cold drinks were served to all. After the program, students were eager to bring parents to their room to see and carry home their handiwork. A gift pencil case for next school year was presented to each student as a reminder of the happy times that everybody had this summer.

The six-week program consisted of a variety of activities which included reading, music, art, math and two field trips per week. The main emphasis was in the area of reading. Games, creative play and unique situations were created in order to motivate pupils to read. The effort was successful as evidenced by pre and post tests administered by Mrs. Dismukes, reading specialist, proving that almost all the students raised their reading level. The children learned in such a way as to make it seem like fun and play.

When school begins in the fall it will surely bring Title I, 89-10 students with improved work attack skills, oral exchange of ideas, interest in their environment, and better self discipline.

The Enrichment Program is over as the calendar shows, but I am sure that in the hearts of the participants it will be one that will never end. It is surely "A Summer to Remember." -- Joan Noland

27/28

Multi-media used in reading

Ensley Elementary School

The language arts project at Ensley School was an individualized nongraded tutorial program taught by three team teachers. Learning took place within the confines of the following centers that were set up in three class rooms: library center, dictation center, oral language center, creative center, listening center, and skills center.

The first, second and third grade pupils enjoyed changing classes as they moved from center to center where they were given experiences in all areas each day. The teachers also rotated to different centers every two weeks.

Multi-methods and equipment were employed to help teach the 89-10 pupils. The youngsters chose and read library books at their own levels and speed. Language-experiences, linguistics, individualized and basal reading approaches were used. Commercial and teacher made games helped to teach and reinforce the skills. Equipment such as the Hoffman Reader, Language Master, SRA Kits, Cyclo-Readers, etc. were very beneficial.

As a regular part of the 89-10 project at Ensley School, reading tapes have been made to help reinforce the Harper-Row basal reading series. The tapes include lessons in reading skills, guided reading and comprehension. The tapes helped make it possible to individualize the basal reading program.

Each pupil was pre-tested to determine his particular needs in reading, prescriptions for each child were made, and instruction was given where needed. Also, university students tutored each child individually for at least four hours each week.

During enrichment periods each day, a number of different kinds of activities took place. Special invited guests came, and university students taught science, social studies and drama in small groups within the framework of language arts.

The focus of the summer project was on the child with a reading problem and the classroom teacher whose responsibility it was to help that child learn. -- Sylvia Robbins.

29/30

"SCAP" more than art school

Gibson Elementary School

"Can we sign up for the Art School?" This was a question often asked at Hallmark School (where the Gibson Project was held) in the middle of June. Third, fourth, and fifth grade boys and girls from Gibson School could register for the Summer Creative Arts Program, referred to as "SCAP" by the staff but always as "the art school" by the children.

The boys and girls soon found out that art was only one of five subjects offered at the school. They had music, art, drama, rhythms and language arts everyday in addition to a supervised play period outside and a snack. They liked the idea of "changing classes" like older boys and girls. They might build a bottle scale in music, make a monster mask in art, or play with lumni sticks in rhythms all in the same day.

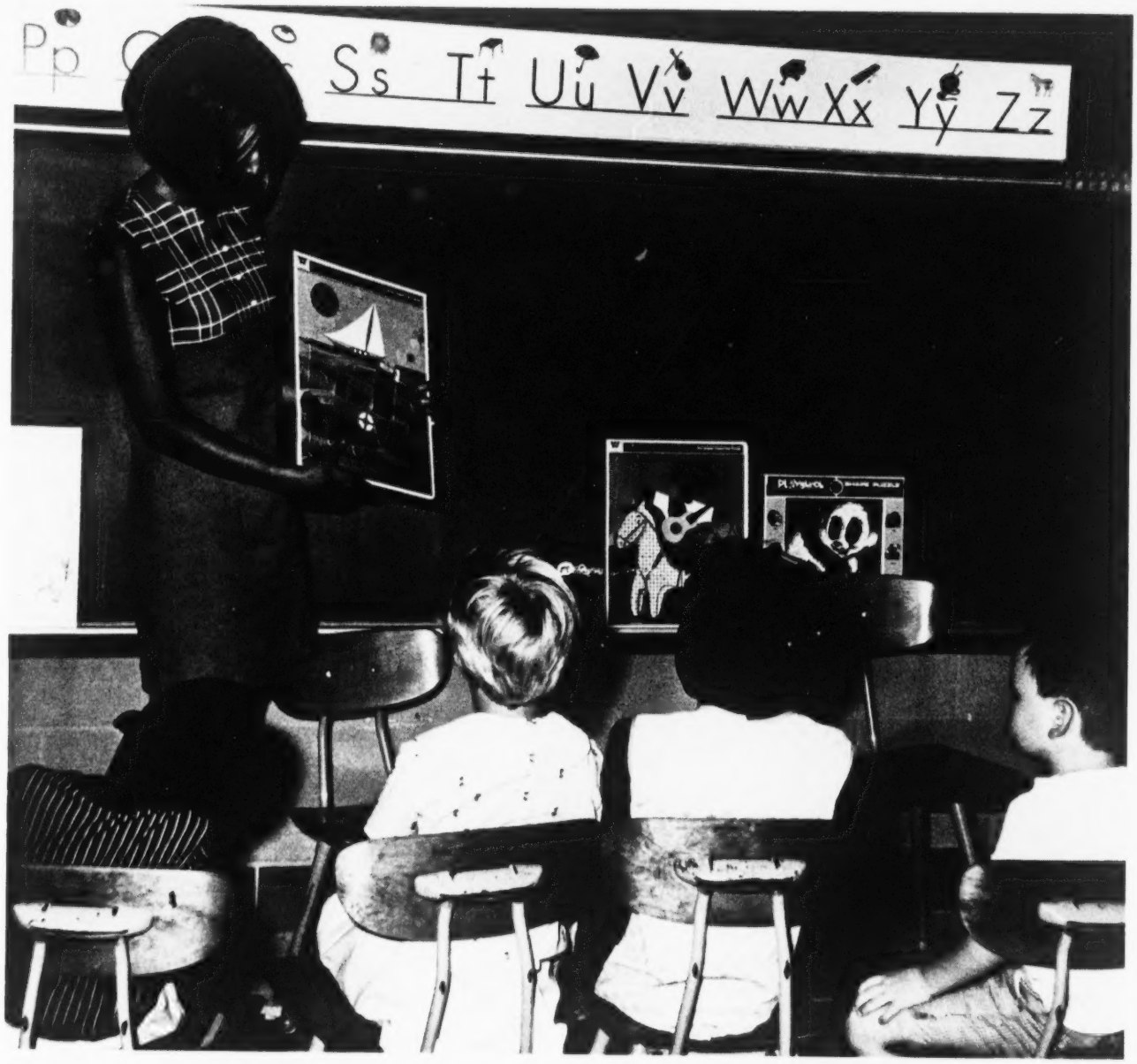
Assemblies were special highlights of the four weeks of activity. The first one featured animals, both real and imaginary in poetry, song and dance. It was fun to perform for each other on a real stage!

The Fourth of July assembly displayed talents in bike-decorating, reading original stories, playing rhythm instruments and creating new flag designs.

As a culminating activity, everybody put on the play "Hansel and Gretel" with scenery, costumes, and songs. Trees and gingerbread cookies seemed really alive - perhaps because each was really a child!

Adding to that a trip to the movie "Sleeping Beauty" and taping some portions of the final assembly at WSRE television amounted to a full and exciting summer for all. -- Drude Chancellor.

31/32



Pre-schoolers get head start

Our program started with 120 students from eight different classrooms climbing aboard two school buses for a tour of the city.

This laid the basis for a full four weeks of experiences, because many of the places they were able to see on the first trip were places that we toured later.

Every morning or afternoon before leaving the children were informed of the next trip with study prints, transparencies, books, filmstrips, and other media. With available time there were follow-up discussions and art activities.

The Municipal Airport gave many of the children their first chance to see an airplane close-up and enter one. All of them observed the planes landing and taking off from the Observation Tower. This they saw again at Ellyson Field with helicopters. The tour at the Naval Air Station included the Survival Unit.

Some of the trips provided shopping experiences. After seeing operations of the Jitney Jungle Grocery the children each purchased something for a dime. When we went to Seville Square to see the Museum and the Dorr House the children bought ice cream at the grocery store on the corner. They also bought popcorn at the zoo, and drinks at Bellview Park.

Seeing live animals close-up, holding some of them, and even watching was an exciting part of trips to the farm and the Animal Shelter. They saw many different fish at Joe Patti's Seafood Company and enjoyed watching fish in the water there and from the "Buccaneer".

Other trips were just as exciting. Having milk at lunch every day made Borden's Dairy a real treat. After seeing what happens to the milk, each of the children were given an 8 oz. carton of chocolate milk. They were given a drink of their choice also at the Coca-Cola plant while they watched an exciting animal movie.

"Sleeping Beauty" and "Run Appaloosa Run"

was liked by all at the Florida Theater and a walk down the University of West Florida Nature Trail gave them observance for the first time of many plants and trees and even poison ivy.

They loved the train ride and talked about it for days. As we were leaving the Goulding Yard at the L & N Railroad Station they were each given an IBM key punched card with their names.

One of the librarians in the Children's Section of the Pensacola Public Library read them a story and let them browse through the books; while others heard sirens from a fire truck, saw the school, eating and sleeping quarters of the firemen in the Fire Department.

To teach them the importance of the police, we took them to the Sheriff's Department.

The trip to the beach and to Fort Pickens was most gratifying. They had watermelon and bagged lunches. A day well spent.

Home visitations were made of all 120 students. Most of the parents were delighted with the program and glad that their children could have some type of schooling before entering first grade.

Parents Night was enjoyed by all as they viewed the scrapbook and slides of the program. The parents also expressed their appreciation as they visited their child's classroom, saw their work, and talked with their teachers. -- Ken Yarbor.

Goulding Elementary School

Dramatization helps self-concept

Hallmark Elementary School

The purpose of our summer program was to develop oral language skills through an enrichment program.

The majority of the participants were children classified under the P.L. 89-10 project and the remainder were children whom we felt needed this kind of program and who had no previous pre-school experiences. The age levels were five through nine. Four teachers, two teacher aides and six volunteer NYC enrollees worked directly with the participants.

The program was developed around field experiences. Concepts were developed through follow-up activities, which included related art, music, dramatization and language experiences.

Each morning participants worked in one large group such as singing, rhythmic games and movements, and watched films. If a field trip was not scheduled, participants were divided into four smaller groups -- one selfcontained group (pre-school) and three groups working with creative activities in art, dramatization, language or free activities. Each group was given the opportunity to participate in each area daily, working with three different teachers. Children were also able to play in small groups, in outdoor activities with many different children under the supervision of adults.

Many experiences were gained through field trips. Some places were located in the community, while others were farther away, giving the children an opportunity to see and find out about many places in the county. The majority of the trips were very effective. One example is the trip to Sacred Heart Hospital.

Before the trip, children saw a film and shared ideas about hospitals. Children made flowers to carry to the hospital. At the hospital, a very interesting story about Sacred Heart Hospital was read to the children, and they toured the entire children's hospital. A follow-up was done on the trip. The cafeteria was set up as a hospital waiting room, emergency room, operating room and hospital ward. Children were dressed and acted as doctors, nurses, secretaries, aides, patients and parents. Many kinds of equipment used in the hospital were made and used by the children.

Along with field experiences, special days were a very important phase of the program. The majority of the participants would not have experienced such activities at home. These were: Independence Day with flags, a parade, a cook-out on the school yard, watermelon party, field day, and a "Happy Birthday to Everybody", with individual cakes with candles, balloons, candy, punch and ice cream.

Since most parents work or have small children at home, with no transportation, it was very difficult to involve them in the summer program. Parents were visited by a teacher at least once to acquaint them with the program and get permission for their child to attend. As a culminating activity, the children invited the parents and some families out for a spaghetti dinner and talent show at the school. Snacks were provided for the children daily. The children especially enjoyed these snacks because they included items most participants liked but very seldom had the opportunity of eating.

We felt that the program was very important for these participants in giving them an opportunity to experience such activities that helped develop oral language skills, creative expressions and self values. -- Mary K. Welch.

Students explore community

McMillan Elementary School

Ninety students attended a five week summer program at McMillan School. The children were grouped into two sections with each section attending for two and a half hours. Small subgroups were formed within these sections so that they might rotate to each of the three activity areas. These were language arts, science/art, and music and rhythms. This enabled each child to come in contact with every teacher during the day, and gave each teacher an opportunity to know all the children. Physical education was scheduled at least once a week.

The first field trip was to Lamb's Farm. Here the children saw all the farm animals. They played with a goat and watched the cows being "called" for their food. The farmer's children joined the group for a snack near the pond. Later the students told and wrote a story about their visit, and churned butter which was served on their cookies at snack time. On Friday they dramatized the trip for their parents.

The second week they visited the zoo. Afterwards, the children designed and made masks to depict the various animals which would have frightened even the animals themselves. Choral reading and role-playing on Friday showed the parents how much the children had enjoyed this trip.

The trip to the airport the following week was a real highlight. They climbed to the observation tower, saw a jet land and another take off; and they toured the terminal building. The climax came when they were taken aboard a jet and permitted to sit in the cockpit and "fly" the plane. Each child was given a souvenir by Eastern and National Airlines. Teachers had no difficulty getting the children, even the very shyest, to talk about this trip.

Next was a trip through Pensacola, highlighted by a stop at the main fire station. While one group was there the fire alarm sounded and they saw the men and engines take off for a real fire. The trip continued through town to the municipal pier where the Coast Guard Cutter Sebago was preparing to get under way. The children painted some surprisingly realistic murals of this trip. They saw filmstrips of community areas, such as the post office and library, and discussed the various points of interest they had seen on the tour of the town. During the weekly

program the young performers used a real microphone for the first time.

A surprise treat came when a local theatre had a special showing of "Sleeping Beauty". The children were delighted with the picture and were fascinated by the spring-up seats. In one case, two little ones had to sit on one seat to hold it down.

The children's interest was so stimulated by the field trips that there were very few disciplinary problems.

The parents were invited to all the Friday programs. Considering the number of working mothers in the area and the lack of transportation for many, the attendance was good. Those who attended expressed satisfaction with the program and seemed to feel that it was beneficial.

On Graduation Day, each child received a "diploma", with a lollipop attached, certifying that he had attended the summer program.

The children said they enjoyed this type of program and the parents were also pleased. The teachers feel that they have helped provide an enriching experience for the children. -- Margaret Joiner.

5-7-39

USS Lexington aids learning

Mt Reynolds Elementary School

"Oh, I ain't never seen anything so big," said one child as we assembled to board the USS Lexington anchored at the Pensacola Naval Air Station. The sights, sounds, and smells of the giant aircarft carrier became a classroom for the children. "I want to be a sailor," was an expression inspired by the teeming life on the ship. "People paint with mops?" was expressed on the flight deck. "Is this ship gonna move?" was heard at the blasting of the horn which warned of the lowering of the flight deck. "That's the biggest elevator in the world" referred to the flight deck.

The wonderland of N.A.S. including the Survival Unit, the Naval Aviation Museum, and the picnic area for snacks provided several fun-filled hours for the youngsters.

The anteater, an exciting animal, won many votes as the most interesting one at the Pensacola Zoo. The trip to the zoo provided an opportunity to study wild life. The ride to and from the zoo, also proved interesting for the students.

"That house isn't haunted; there are no broken down fences, steps, and high trees and no spider webs," was expressed as we toured Seville Square after visiting the Hispanic Museum. As we moved to the "Buccaneer," an old snapper smack anchored near the Municipal Auditorium, adult expressions were heard as one youngster tried to steer the boat. "It would never move if you stood in front. You have to sit and steer while you read a compass." The children were amazed at the amount of space below deck. It seemed large in comparison to the deck. A motor boat came close speeding and caused the smack to rock. "I am woozy" several children complained. The Port Authority gave an interesting glimpse of the contact Pensacola has with other parts of the world.

Our program's primary objectives were building self concept, fulfilling needs of each child individually, increasing their awareness of the world in which they live, and helping them feel that learning is fun.

Visiting in the home of each child helped us toward our goal of attaining these objectives. Use of various visual aids and learning media made the program more interesting. -- Mrs. Jeanne Haushalter

Oakcrest Elementary School

Achievement gives satisfaction

Two hundred educationally deprived elementary children had the opportunity to participate in four weeks of an academic enrichment program at Oakcrest Elementary School. Courses offered were arithmetic, language and reading. There were free snacks and recreational periods. Field trips were made to visit the USS Lexington aircraft carrier, the Northwest Florida Zoo, the Spanish Village on Santa Rosa Island, Fort Pickens, and the Gulfarium in Fort Walton. Attendance was good and interest level was high.

The children enjoyed coming to school and each child had the opportunity to experience a feeling of satisfaction from academic achievement. Since instruction was on the level of the child and groups were small, there was a surprising absence of discipline problems. Students who did not participate in group discussion during the regular school year began to ask questions and to volunteer to answer questions or to work at the blackboard. Some students attained new maturity levels and we feel they are much more ready to begin the new school year.

The teachers enjoyed the 89-10, Title I program. They found the Home Visitation program rewarding in building rapport between teacher, student, and parent. Teachers felt there should be a carry over of the summer program into the fall term in an effort to continue small group instruction on the level of the student. -- A. J. Boland.

41/42

Many activities help learning

The 89-10 enrichment program at Olive Elementary School offered many learning activities and delightful experiences for 115 educationally disadvantaged students.

The objectives of the program were to improve the disadvantaged child's ability in the areas of speaking, listening, reading and writing and in pursuit of solutions to his daily problems.

Since many deprived children have not learned to listen discriminately and cannot distinguish certain sounds and identify them, the 89-10 staff proceeded to provide the following activities and experiences:

1. Listening to stories and poetry
2. Listening to recording
3. Playing games involving listening
4. Using concrete materials to promote conversation
5. Talking about one's own family
6. Talking about pictures and telling stories about them
7. Dramatizing stories and poems
8. Building sentences with the class
9. Relating experiences about field trips
10. Viewing filmstrips and sound films
11. Use of language experience charts
12. Handwriting

Pupils had much fun in their daily art classes. They were encouraged to use different types of materials to express their own feeling.

There were educational tours to the Museum of Fine Arts, zoo, public library, airport, Florida Theatre, Ellyson Field, and the University of West Florida. These tours expanded the horizons of children who have never left their own neighborhoods. -- Princess Holley.

Basic skills are re-inforced

Semmes Elementary School

For five weeks this summer, the students of O. J. Semmes were given the opportunity to attend a summer program. The curriculum consisted of math, reading, art and music. Teaching these subjects were Grace Roden, math; Glenda Michelous, reading; Julie McCurdy, art; and Jean Jarrison, music.

The program emphasized the reinforcement of basic skills in all areas. Enriching experiences were provided by field trips to the zoo, the airport, the supermarket, fire station, the Church, and the Post Office. Building the student's self-image was an important part of the program.

Resource people came and talked to the students. One of these was Mrs. Gertrude Garcia, curriculum coordinator of Warrington Elementary School, and a specialist in elementary school science, who accompanied the students to the zoo and lectured about the animals. She later came with her son, Sam, and gave a fencing demonstration. The Coca-Cola Company gave free drinks to everyone after a film and talk on safety.

The program began at 8:30 a.m. and ended at 12:30 p.m. A mid-morning snack was served each day. -- Cavlyne Ussery.

Students follow own interests

Weis Elementary School

This program was designed to stimulate interest and curiosity in children, to guide them toward formulating short term learning goals, and to help them reach their objectives.

The daily schedule was:

8:00 - 8:30 Opening - music, planning and reports of small groups.

8:30 - 10:00 Free activities - individual and small group activities.

10:00 - 10:30 Snack.

10:30 - 11:30 Session projects.

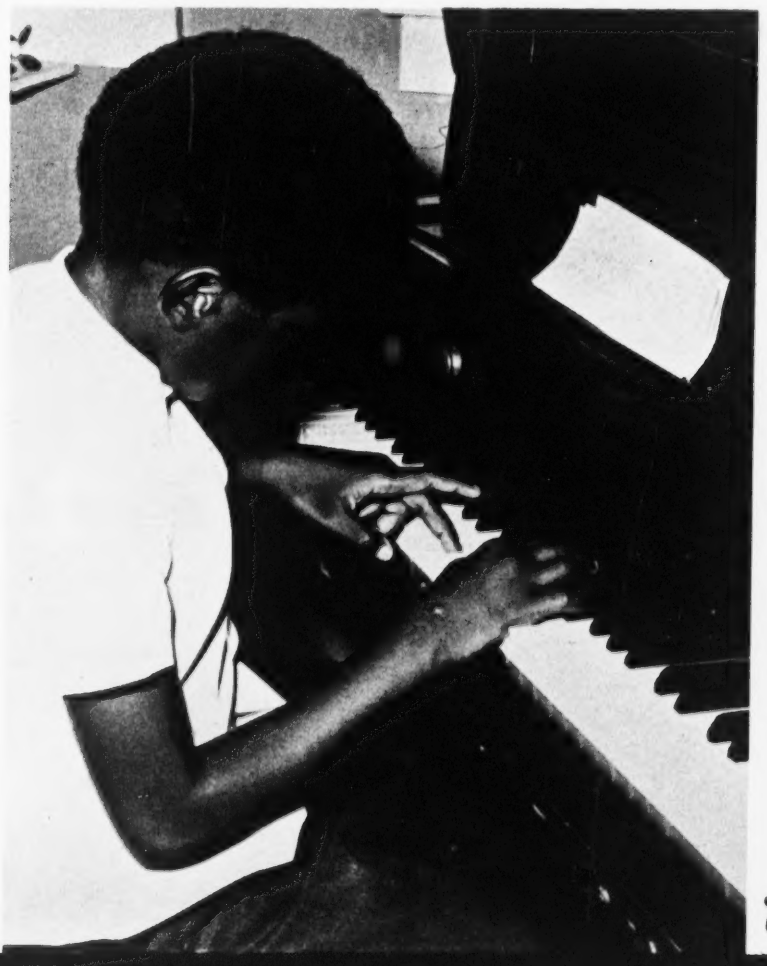
11:30 - 12:00 Evaluation and closing.

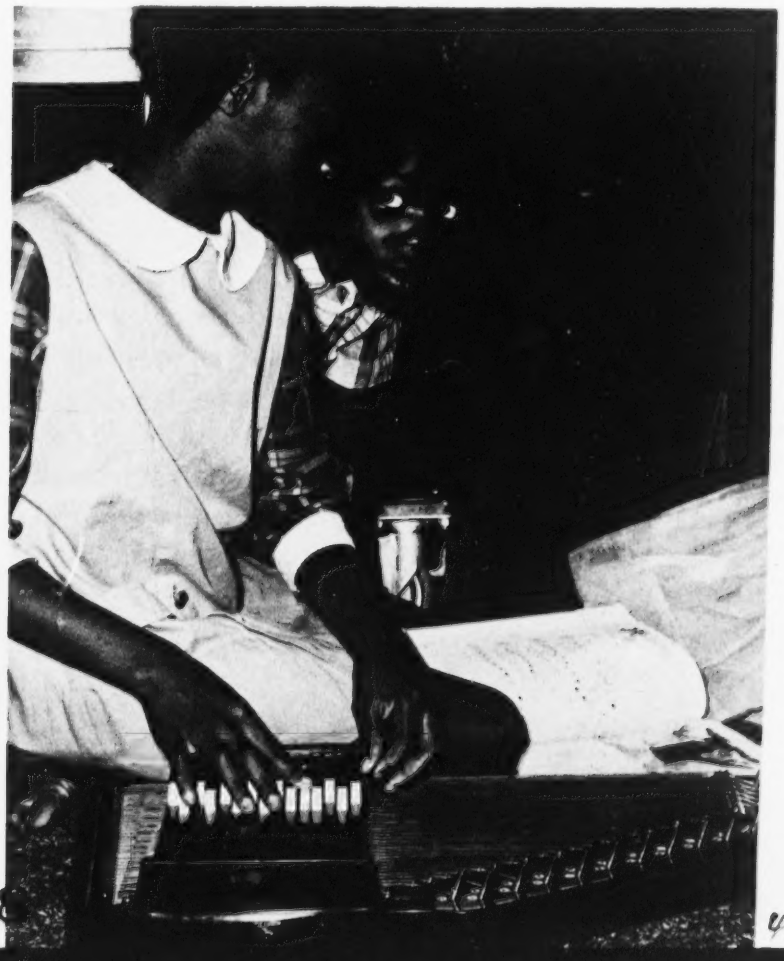
During the Free Activities time, children worked individually or in small groups, on activities and projects of their own choosing. These included use of equipment such as the filmstrip previewer, view-master, filmstrip projector and carousel, tape recorder for listening and recording, record player, listening lab for individual or group listening, typewriter and film loop projector. Games and activities available at this time included Monopoly, Checkers and Pick-up sticks. Many math activities were used such as a cash register containing real money, cross-number puzzles, a 3-divisional puzzle, a balance scale to show simple equalities, peg clocks and 3 dimensional geometric shapes. Another example, which was popular especially for building racing cars that worked, was building sets with parts that could move.

During the lesson time children selected materials in reading, language, science, spelling, phonics or math and were encouraged to continue with their chosen project throughout the program.

A Log Book was written in and checked daily as a means of evaluation and communication with the teacher as to progress toward learning goals they had chosen.

Field trips were mainly used as an outgrowth of the program or as an answer to a child's request to find out about some subject. A trip to the beach in the first week and to the Swamparium in the last week were provided for all children. Field trips taken by small groups included trips to see other schools, the airport and Weather Bureau, the Municipal Auditorium area and Ferdinand Plaza and the Weis-Fricker Mahogany Company. -- Lucille Jacobs





Fun, learning go hand-in-hand

Yonge Elementary School

The Summer Program at P. K. Yonge, for kindergarten through second grade identified as eligible under 89-10, proved to be great, fun-filled experiences for all involved. The four-hour daily session was composed of more than 90 youngsters, six teachers, three teacher aides, a full time librarian and lunchroom personnel.

Consisting mostly of language arts, media projects and field trips, the six-week school focused primarily on providing varied experiences for, and improving school attitude of, educationally disadvantaged children.

The typical day began with a hot breakfast served in the cafeteria. Buses provided much needed transportation.

The first two-hour block was spent in the six classrooms where the children were grouped according to age. The development of communication skills was given priority during this period. Various teaching methods such as team-teaching and the use of resource persons, were employed.

The last two-hour time block brought the entire student body together. All 90 students worked mutually in media projects and large group activities. Some large group activities included a carnival, a large birthday party for everyone, a picnic, and a "backwards" day. "Backwards" day was when everybody, staff and children alike, wore their clothes backwards. This brought so much fun for all. Many of our field trips included places of local community interest such as Fort Pickens, the USS Lexington, Seville Square, and surrounding points of interests.

We were very fortunate in that our culminating field trip was to Fort Walton for an exciting day at the Gulfarium. -- Mrs. Frances Seay

"Eating out" is first for many

The P. L. 89-10 summer program at Blount Middle School was very successful. About 85 students participated in the activities.

A variety of subject areas was planned for the students: reading, writing, art, speech and drama, self-concept and occupational information. We believe we succeeded in our efforts to help our educationally disadvantaged students in some of the academic subjects and also in improving their self-concept.

For extra curricular activities, field trips were arranged for the children. They visited Tony's Pizza and were treated to chicken dinners. Most of the students had never been to a restaurant before. It was a wonderful experience for them to go to the restaurant to eat and at the same time learn proper table manners. The students also observed people at work at some of the different type jobs they might think of as a career. The visit to the planetarium at PJC afforded the students an opportunity to learn more about sciences. The students enjoyed the trip to the Gulfarium most of all.

Home visitation was part of the teachers' activities. The attitudes of the teachers have been changed in many instances as a result of their home visits. They gained more understanding and tolerance of the children. Their experiences were shared with the other teachers.

On the last day of the program, we had our Parent's Night. One hundred forty-seven people were present, including 50 parents. The Parent's Night and our visitation program were the largest programs involving parents that Blount Middle School ever had. The parents had never come to the school during the regular school year unless their child was in trouble.

The staff and I appreciated the opportunity of having the summer program at Blount Middle School. -- Susan Keen

51 52

Future occupations studied

The summer program of Brownsville Middle School was called "Project Enrichment." It was written around occupational experience and information. The goal of this project was to make the students more aware of occupations available in the world of work.

Through field trips, presentations from various agencies, industry, and teachers, the students were able to see for themselves the kinds of occupations available and the necessary education and training they would need for these occupations. Students were able to participate in many experiences during the program. Also, they learned that self-confidence is most important in any undertaking. Through group participation, students were able to experience a sense of achievement. The stage production, horticulture, and other programs were examples of this achievement.

From the results of the pre-test, post-test, from both self improvement and occupational areas, we observed that nearly all participants in the project benefited. I believe that much more benefit will become evident at a later date. Each faculty member was asked to write an evaluation and from these one thing was undisputed - the project was well worth the money, time and work expended.

I wish to express my gratitude to the Federal Projects Office and staff for being so willing to help when things came up and for help in working things out.

The faculty that worked during the project should be commended for their sincere feeling for the students, their hard work, and cooperation, for without them the program would not have been successful. -- E. W. Kenyon

53/54

Communication skills sharpened

The 89-10, Title I program at Carver Middle School included 24 sixth graders, 31 seventh graders and 5 eighth graders. The eighth graders served as student assistants as well as participants. There were five staff members, a guidance counselor, a communication skills instructor, an arts & crafts director, a P. E. instructor, a librarian, and a clerk.

Our program centered on communication skills. We used a variety of materials including our library materials. The students enjoyed using the tape recorders to help them hear their mistakes and the corrections they made. The communication skills instructor used interesting games to improve vocabulary, and the youngsters had fun "doing their own thing."

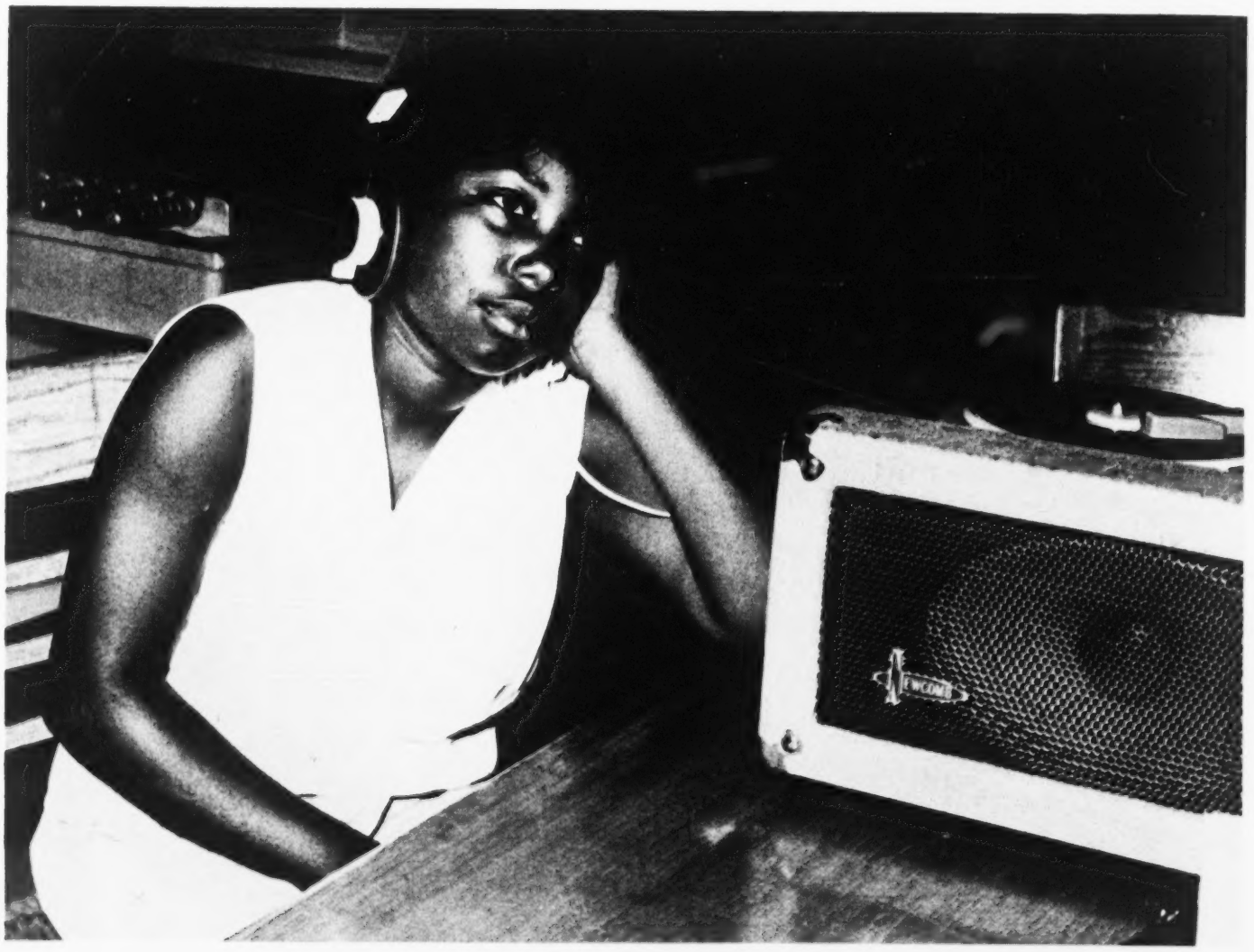
They learned to use the A-V equipment and had time to look at filmstrips, listen to records, and show movies.

For outdoor activities we had the equipment for several games. The students enjoyed learning to play croquet, but ping pong was the most fun. We had several good ball games even though it was so hot!

Arts and crafts were fun, especially when the classes worked with clay to make small bowls and other objects. Decorating bottles gave surprising and pleasing results.

The guidance counselor helped by letting students talk with him whenever they wanted to. He also gave them information about the requirements for jobs they might want to have when they finish school.

We made several trips, all of which were fun. Our first trip was to the zoo where the children saw



several animals they had not seen before. The guide also caught a black snake that was in a small bush. The girls ran! We had a picnic before we went home. Our trip to the Naval Air Station was exciting because we went aboard the USS Lexington. We also went to the Naval Aviation Museum. Before we went to the Naval Air Station we had lunch at Morrison's - a first for most of the group. Our last trip was to Fort Pickens and included a picnic. We explored the fort and waded in the Gulf. It was very hot and yet, so much fun.

Our report would not be complete if we did not tell about our lunches and the ladies who prepared them. The lunches were not only nutritional but they also tasted good.

Another successful program was having the teachers visit their students homes. The parents were glad to be able to talk to the teacher without going to school.

Our bus driver was always on time and ready to take us wherever we needed to go.

We enjoyed a watermelon cutting as our Fourth of July celebration. -- Jean Rouse

Carver Middle School

124 get basics

"I can't do this. It's too hard for me." "Oh, let me make one of these!" These are only examples of some of the comments overheard during the Clubbs Middle School Extended Year Program. The statements were made by some of the 124 sixth, seventh, and eighth grade students participating in the P. L. 89-10, Title I summer program.

The students designated as 89-10 were chosen by their teachers to participate in the program. These students were either failing or making extremely low grades and needed the strengthening enrichment gained through the program. Another basic need of this group was to have help in improving self-concept and social acceptance. The lack of ability to communicate effectively was another "must" for these students.

Before the regular school year ended we met with the parents of the children who were to participate in the program. Forty nine parents attended the meeting; 28 parents called because they were working and couldn't come; and seven wrote notes assuring us of their cooperation. This represented 70 per cent of the parents involved. We also met with the students and explained the whole program and its purpose to them. -- Bettye Williams

Activities center around child

A concerted effort was made during the Summer Program at Ransom Middle School to improve and enhance the self-concept of the children involved in the enrichment areas. The program was child-centered in all areas: language development, nutritional health, science, music, physical education, group guidance, enrichment lectures, home visitations, and exploratory trips.

The language development area was explored through an approach to literature using both prose and poetry. Materials were presented in a manner that encouraged the students to draw their own conclusions to arrive at generalizations independently. A full discussion of ideas and opinions was encouraged in order to help the student achieve facility in his thinking, listening, speaking, and writing.

The materials were not limited to the printed page or formal literature. A wide use of films, records, television, tapes, and video-tape was made in an effort to reach every student and enable him to enjoy new experiences and to acquire new skills and values.

The highlight of the language development area came when, through the courtesy of Grice Electronics, one morning's activities were video-taped and put immediately on the TV screen. The students saw and heard themselves in action: studious, solemn, and silly - as they read, sang, and "clowned around."

In the nutritional health area mini-units were used to introduce personal grooming. Filmstrips were viewed and discussed, then word-building games were played with the students using such words as grooming, neatness, and habit as root words. A breakfast "raisin snack" was enjoyed during the viewing of the filmstrip. The nutrition phase of this area featured mini-units also.

The science area helped the student understand the vital role that science plays in his day to day living. At the same time an attempt was made to stimulate the student's interest in science per se so there will be a definite carry over to any future science courses he is offered.

The music area was a popular one with the students. A combination of a natural talent and a

59/60

very pretty and competent teacher acted as a magnet drawing the students to the music room.

The physical education emphasis was on team sports. This was done to improve the student's working relationship with his peers and to develop a positive and congenial attitude toward adults.

Group guidance was a time when the counselor and selected teachers simply sat down with a small group of students and talked with them on their level about home life, problems, goals, and ambitions.

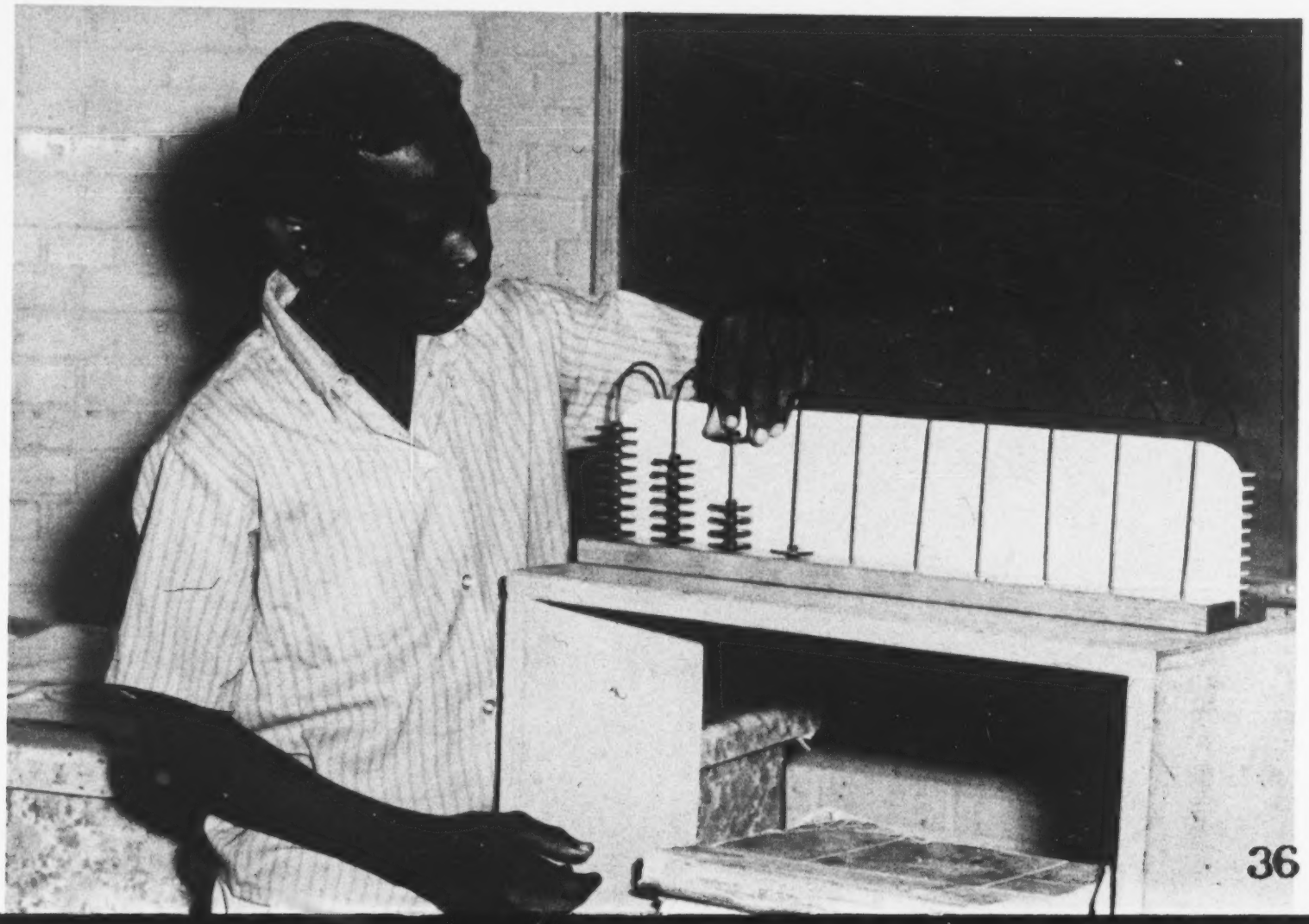
The enrichment lectures were weekly programs of a high interest level.

The entire staff participated in home visitation. A very real means of communication was established between students and teachers as a result of these efforts.

The exploratory trips were simply designed to expose these children to the world around Pensacola. Exploratory trips included Pensacola Beach, Naval Air Station, Pensacola Zoological Gardens, the University of West Florida, and ordering a meal at one of the local restaurants.

The Summer Program closed in high good humor as Dr. Don Helton's group won the soft ball tournament but everyone celebrated as victors with an old-fashioned watermelon cutting. -- David L. Lusk.

Ransom Middle School



Swim lessons highlight summer

The summer enrichment program at Wedgewood Middle School enrolled over 80 seventh and eighth graders.

Our staff included three teachers in language arts, art and physical education; a guidance counselor, a secretary, a teacher aide, and a librarian.

The students were divided into four groups. Each group was assigned a "homeroom" teacher, and moved on to another teacher at the end of each 45 minute period.

Each day at the end of the regular program, half of the group boarded a school bus and went to Pensacola Junior College to take free swimming lessons. Our students were able to participate in this activity because the Community Action Program's was held at Wedgewood at the same time as our program. At the swimming pool, the students were given instruction in swimming and diving by fully qualified American Red Cross swimming instructors. On the following day, those students who had not gone swimming on the previous day went swimming.

Thirty students from the University of West Florida participated in a tutoring program for some of the students at Wedgewood. Each university student was assigned a student to work with in the areas in which the youngster needed the most help. The students were very enthusiastic about having their own individual teacher.

The dietician worked with the girls in the program on planning a menu. She discussed cooking with commodities and planning a balanced diet. The highlight of the program was having the girls plan sample meals which could be used in the school lunchroom. She was very encouraged by some of the menus turned in and plans to use a number of them in the regular lunchroom program.

The group took its first field trip to Fort Pickens State Park. The children enjoyed walking through the forts and, especially, seeing the room where Geronimo was held as a prisoner.

The next field trip was to the fishing bridge over Pensacola Bay where the students went crabbing and fishing. Although not overly profitable in terms of quantity, all the children thoroughly enjoyed the trip. A tour of the Pensacola News Journal was another interesting event and the children were most attentive to the reporters as they told the story of how a newspaper is published.

The group also toured the George Stone School and Beggs Educational Center. This was of great interest to these particular children because many of them will enter a profession for which they may receive training at these schools. Later on that same day, the group stopped at Joe Patti's Seafood Company and watched one of the shrimp boats unload.

The University of West Florida nature trail was the site of another field trip. With the help of several University of West Florida students, the children were able to identify many types of plants common to this area. After enjoying a snack of cookies and orange juice, the group went to the observation deck of the library.

The final field trip was to the Florida Theater to see Walt Disney's Boatniks. The children also saw the cartoons of Peter and the Wolf and Ferdinand the Bull. -- Walter B. Vaughn.

Wedgewood Middle School

62/63

Achievement, confidence zoom

After many exciting hours of planning, summer school began at St. Joseph School with an enrollment of 87, thirty less than the anticipated number. After a number of phone calls that evening our enrollment reached its quota the next day and was very nearly maintained throughout the period.

Each morning the students and staff gathered about the school where an informal and very pleasant atmosphere prevailed.

In the mathematics department the teacher's basic concern was to find the phases of work not understood completely during the school year. From this launching pad they zoomed into addition, subtraction, and multiplication of one and two digit numbers, re-grouping of ones, tens and hundreds and seeing patterns.

All levels employed individual help, student help, group work, flash cards, board work practice, counterpegs, mathematics set to music, toy money and the teaching typewriter.

Each member of the reading team made a significant contribution. The young educationally disadvantaged children were given a reading test at the start. From there a variety of experiences were provided through the Frostig Program, the teaching typewriter and a pre-reading book which introduced them to story characters whom they will recall in the fall.

The children in grades one through four were also tested in levels according to their attention spans. The activities were modified for those with short attention spans. They all created oral stories from pictures, had independent reading and workbook study, and access to visual materials. Vocabulary was built up and correlated with spelling, English phonics through the action words. The most important part of all for us were the children's emotions, which were observed during activity time and later on discussed.

A class play was developed from a story, "Why Bears Sleep All Winter." Our male reading teacher for the middle and upper grades used this approach, "What does reading mean to you?" Because of the negativism of many on the subject he tried a new approach by asking, "What do you enjoy in your spare time?" A spectrum of answers were used to

64

show how reading is an integral part of each one's own personal experiences.

The junior high students, children of our teachers, came and each individually helped a few students with dire needs. The children's confidence and pride in their work went way up because they came to show me their accomplishments.

Our "Music Man" sensed a need in the children for a strong, affectionate relationship with a male teacher. He responded to this in a firm but kind manner. The result was a joyful noise in song.

Speech class consisted of primary children who needed corrective assistance. In addition to working on specific points the children made and dressed dolls for the puppet theatre.

Speech class also experienced dramatization with recommended groups from grades four and five. They role-played the story of "The Four Musicians" and a Scandinavian folk tale; costumes and scenery were almost nil because we stressed good speech and bodily action to set the stage. A group of primary children also got in on the dramatization of "Three Billy Goats Gruff."

All of the children in speech and drama were able to hear their own voices on the tape recorder.

Parents and friends were invited to attend the "Show" of our summer efforts. -- Sister Maureen O'Keefe.

St. Joseph School

65

Speaking the same language

Speech and Language Development Center

Did you ever think of the English language as a code? For example, "I ain't got nair," means "I don't have any."

In the sense that words, written or spoken, are symbols which convey meaning to another who can understand the meaning, language is a code.

In the United States, if his English is acceptable, the individual has little difficulty communicating; however, if his everyday language is different, a person may have problems in doing business, getting a job, or achieving desired goals in school.

A variety of problems related to language, reading, and hearing may interfere with the learning process and may result in life-long difficulties. To help resolve some of these problems, Mrs. Hunter coordinated a special language development program this summer held at Jim Allen Elementary and Ransom Middle Schools.

There was concentrated work with children who have perceptual and language difficulties. For instance, perceptual problems may involve decoding and encoding. Decoding is understanding what is said, and encoding is transmitting ideas to another.

The program was financed under Public Law 89-10, Elementary and Secondary Education Act. -- Gloria Hunter.

66

Practice and theory blend

Beggs Educational Center, prior to the beginning of the summer program, visited the homes of all students who had attended school at Beggs the previous year and also the homes of prospective students for the next year. After discussing the program with both the students and parents, we found more than 300 students interested in attending our summer session. Out of this number 200 actually attended and our average daily attendance ran 160 per day.

The student's day was divided into two parts: half was spent in a vocational area and the other in academic classes (math and communications) related to their vocational area. The academic and vocational teachers worked in pairs relating learning problems, (such as how to dilute paint by 30%) to the students. This technique enabled the student to correlate the academic aspects of his area with those of the vocational.

The following vocational areas were available to the students: electronics, home appliances, auto mechanics, body and fender, woodworking, building maintenance, business, health, tailoring, sewing, cooking and grooming. Each student was allowed to explore as many areas as he desired. -- Ray Grund

67/68

Acknowledgments

Many people share the credit for helping make the ESEA, Title I, programs for educationally disadvantaged youth of Escambia County successful.

Several people at the county level assisted in overall planning. Included among these are R. C. Lipscomb, deputy superintendent; Ulysses Hughes, assistant to the deputy superintendent; Roger Mott, assistant superintendent; Curtis Killough, assistant superintendent; Cecil Butler, director of elementary education; James Whatley, director of secondary education; Hosea Skipper, director of pupil personnel services; and Earl Craft, director of in-service education. Many of the supervisors and other county staff assisted in their particular areas of service. Ken Clickenger, director of food services, and his staff planned and coordinated school lunch programs during the first summer.

During both summers, individual school principals together with their teachers and staff, planned what they felt was appropriate for their individual students. The teacher/coordinators were invaluable to the entire program. In addition to teaching a full load, they also performed administrative duties ordinarily performed by school principals ...without the assistance of school secretaries.

Victoria Burney, consultant, also assisted in gathering the pictures and stories from the first summer programs. Jim Heisner, a University of West Florida student, photographed the scenes of the summer of '70 program. These were edited, and additional photographs taken by Jerome Ryden. Jerome and his wife, Su, provided valuable assistance in editing and arrangement of this booklet. A special word of thanks to Jack Bridges, public information director, for his cooperation in coordinating the final preparation of this booklet and arranging for the printing.

Several people in the business affairs division of the school system cooperated in helping expedite the program. Included among these are Gene Clarkson,Anne Carlisle, W. S. Odom, Alfred Costa, Julian Miller, in finance; William Faris and his staff, in purchasing; Alberta Purdy, in the materials warehouse; and Dave Miller, in transportation.

We appreciate the assistance of those firms and organizations who assisted in arranging and conducting field trip experiences for the children.

The office staff and temporary help in the Federal Projects Office worked diligently in typing the project proposals, helping keep up with the administrative paper work, budget expenditures, snack purchases, attendance checks, preparation of extensive project proposals, and typing the information in this booklet. They include Fe L. Venturini, senior clerk steno, who serves as general office manager in a courteous and efficient manner; Mary J. Morgan, senior clerk steno; Pamela Romeo, clerk typist; and Martha Jeter, temporary clerk, who assisted in the summer work load while the 25 school programs were in progress.

During the summer of '71 Tony Tampary served as summer program coordinator, working out of the Federal Projects Office to assist in all areas of program coordination and trouble shooting. He helped arrange field trips, consulted on budget and purchasing problems and assisted the teacher/coordinators with their many questions and problems in daily administration of the program.

Elspeth Lloyd, in addition to her official role as evaluation specialist to all of the Federal Projects proposals, also assisted the director in numerous administrative duties as well as assisting in project development, writing, and proofing of this booklet.

Many other people too numerous to acknowledge here, assisted in making these summer programs meaningful educational experiences for children. -- C. Boyce Hathorn.

The Staff of the schools participating in the ESEA, Title I, Summer Program take this opportunity to thank the management and the employees of the following in making the field trips such a success.

Thank you:

A & P Food Store
Armstrong Cork Corporation
Barnes Supermarket No. 5
Ben Franklin 5 & 10 Store
Boise Cascade Timber Products
Bordens Dairy Farm
Cantonment Volunteer Fire Department
Cantonment Constable's Office
Court of Records Building
Wm. E. Davis Farm
Ensley Tastee Freez
Escambia County Animal Shelter
Escambia County Courthouse
Escambia County Health Department
ESCAROSA Humanities Center
Fire Department of Pensacola
Fire Station No. 2
First Baptist Church of Pensacola
Florida Drum Co., Inc.
Florida State Employment Office
Florida Theatre
Fort Pickens
George Stone Vocational School
Gindl's Farm
Gulfarium, Inc.
Hygeia Coca-Cola Bottling Co.
Holiday Inn North
Jitney Jungle Food Stores
Lamb's Farm
L & N Railroad Station
Mamie's Restaurant
McDonald's System Hamburgers
Monsanto Company
Morrison's Cafeteria
Moulton's Apothecary
Municipal Airport
Newport, Division of Tenneco Chemical Co.
Northwest Florida Zoological Society
Old Christ Church Parish
Joe Patti Seafood Company
Pensacola Art Center
Pensacola Historical Museum
Pensacola Junior College
Pensacola Port Authority
Pensacola News-Journal
Pensacola Public Library
Pepsi-Cola Bottling Company

Plaza Theatre
PleeZing Food Store #1
PleeZing Food Store #4
Plywood Plant of Cantonment
Polar Ice Cream Company
Police Department of Pensacola
Post Office, East Hill Branch
Price Rite Discount Food Store
Reynold's Pet Shop
Sacred Heart Children's Hospital
Santa Rosa Fish Hatchery
Santa Rosa Island Authority
Smith's Sunbeam Bakery
Southern Bell Telephone Company
Squirrel's Tent City
St. Regis Paper Company
Swamparium, Inc.
Tony's Pizza
Trailways Bus System
T. T. Wentworth Museum
United Cerebral Palsy Treatment Center
United States Navy —
- Naval Aerospace Medical Inst.
- Naval Air Museum
- Ellyson Field
- Survival Training Unit
- U.S.S. Lexington
- U.S.S. Alabama

University of West Florida —
- Nature Trail
- Drama Department
- Library

Weis-Fricker Mahogany Company
Willowbrook Farm
Wise Dairy Farm
WBOP Tri-Cities Broadcasting Co.
WEAR TV Station
WSRE TV Station
Y.M.C.A., Downtown
Y.M.C.A., Northwest Florida Branch